DOCUMENT RESUME

ED 419 613 PS 026 526

AUTHOR Allain, Violet Anselmini; Pettus, Alvin M.
TITLE Teaching Diverse Students: Preparing with Cases. Fastback 429.
INSTITUTION Phi Delta Kappa Educational Foundation, Bloomington, IN.
ISBN ISBN-0-87367-629-7
PUB DATE 1998-00-00
NOTE 52p.
AVAILABLE FROM Phi Delta Kappa International, 408 North Union, P.O. Box 789, Bloomington, IN 47402-0789; phone: 812-339-1156 ($3 non-members; $2.25 members).
PUB TYPE Collected Works - Serials (022) -- Guides - Non-Classroom (055)
EDRS PRICE EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Case Method (Teaching Technique); *Cultural Awareness; Cultural Pluralism; *Culturally Relevant Education; *Diversity (Student); Elementary Secondary Education; Higher Education; Multicultural Education; *Teacher Education; Teacher Education Curriculum; Teacher Response; Teaching Methods

ABSTRACT

The use of short cases (or case scenarios) and a case method of instruction can help teachers and other educators in both preservice and inservice contexts learn ways of implementing curriculum and providing effective instruction for diverse students. This "Fastback" from the Phi Delta Kappa Educational Foundation illustrates such use of the case method. The booklet's contents are: (1) "Introduction"; (2) "Case Scenarios and Case Methods" (using the case method, case scenarios for diversity preparation); (3) "Strategies for Using Case Scenarios" (providing appropriate direction, sample directions for scenario analysis, sample case scenario and responses, comparing responses to short and long versions); (4) "Case Scenarios for Practice" (language and nationality, gender and content construction, curriculum and content integrity, sexual orientation and recognition, class or socioeconomic conditions); and (5) "Conclusion." (Contains 29 references.) (EV)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

PS

429

FASTBACK

ED 419 613

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

...aching ...erse Students: ...paring ...th Cases

BEST COPY AVAILABLE

... Anselmini Allain
... M. Pettus

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
D. R. Walling
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
2B

PS 026526

PHI DELTA KAPPA EDUCATIONAL FOUNDATION

Violet Anselmini Allain

Alvin M. Pettus

Violet Anselmini Allain is a professor of secondary education at James Madison University. She has taught in the public schools and received her graduate degrees from Ohio State University. Allain's current research interests include the use of portfolios in teacher education programs, case-based instruction, and equity issues concerning gay and lesbian students. She is a member of the Shenandoah Valley Virginia Chapter of Phi Delta Kappa International, for which she currently is the newsletter editor.

Alvin M. Pettus is a professor of secondary education at James Madison University. He has experience in education at the public school and state levels, as well as at the university level. In addition to his interest in diversity and equity issues, Pettus gives attention to developments in science education and evaluation in education. He is a member of the Shenandoah Valley Virginia Chapter of Phi Delta Kappa International.

Teaching Diverse Students: Preparing with Cases

by
Violet Anselmini Allain
and
Alvin M. Pettus

Library of Congress Catalog Card Number 98-65077
ISBN 0-87367-629-7
Copyright © 1998 by the Phi Delta Kappa Educational Foundation
Bloomington, Indiana

This fastback is sponsored by the Rochester New York Chapter of Phi Delta Kappa International, which made a generous contribution toward publication costs.
The chapter sponsors this fastback in memory of Dr. Alice Marie Jones, a long-time member of the chapter's executive board and chapter delegate. Dr. Jones was particularly interested in urban education issues, including African-American history and culture and providing opportunities for African-American students.

Table of Contents

Introduction 7

Case Scenarios and Case Methods 11
- Using the Case Method 13
- Case Scenarios for Diversity Preparation 16

Strategies for Using Case Scenarios 20
- Providing Appropriate Direction 21
- Sample Directions for Scenario Analysis 23
- Sample Case Scenario and Responses 25
- Comparing Responses to Short and Long Versions 31

Case Scenarios for Practice 33
- Language and Nationality 33
- Gender and Content Construction 36
- Curriculum and Content Integrity 37
- Sexual Orientation and Recognition 40
- Class or Socioeconomic Conditions 42

Conclusion 46

References 48

Introduction

The use of short cases (or case scenarios) and a case method of instruction can help teachers and other educators learn ways of implementing curriculum and providing effective instruction for diverse students. Teachers have the responsibility to teach all students, regardless of the students' backgrounds and characteristics. Every teacher's goal should be to help every student realize his or her full potential — mentally, socially, and physically. Included in this responsibility is the obligation to help students develop concepts, skills, attitudes, and behaviors for adapting to the diverse nature of the complex society in which they must function.

Fulfilling this goal means that teachers must empower students not only to understand and value their own culture but also to understand and appreciate a broad range of backgrounds, cultures, and characteristics. Appreciating the multicultural nature of our global society means that students must be able to interact positively with others who are different from them. Students themselves and the people they will encounter throughout life come from a myriad of backgrounds. The elements of this diversity include race or ethnicity, national origin,

religion, family occupations and income levels, sex, sexual orientation, language, and abilities.

All students, regardless of their backgrounds, "come to school as culturally whole persons with a culture and a language and concomitant values, attitudes, beliefs, and knowledge" (Garcia 1991, p. 67). Educators need to understand the students' cultural backgrounds and experiences in order to use them productively in the teaching-learning process. Garcia refers to culture as being like an iceberg with a small portion of it being visible while a significantly larger portion is hidden from view. Therefore cultural conflicts and misunderstandings may occur at the subconscious level, where people's ideologies, biases, beliefs, and attitudes have been formed by their life experiences. The cultural foundation formed by those experiences and associations determines how individuals interpret and respond to various people and situations.

Significant changes in the student population, as evident in recent statistics, make it imperative for teachers and teacher educators to address issues related to diversity. In 1976, 24% of the total school enrollment in U.S. public schools was composed of minority students; in 1984 that population increased to 29%, and it is projected that by the year 2020 people of color will account for 46% of public school enrollment. These demographic changes will be accompanied by greater diversity in linguistic backgrounds and family patterns (Cushner, McClelland, and Safford 1992).

As we approach the 21st century, it is important to recognize what Banks refers to as the "demographic im-

perative" (1991, pp. 4-5), which involves staffing classrooms with practitioners who are responsive to a more diverse student population. Multicultural education has been viewed as a way to respond to the demographic imperative and to a concern about being competitive in a global market. In addition, multicultural education represents an effort by schools to be more inclusive of a number of groups that have been neglected by education institutions in the past.

One obligation that teachers have is to provide the vision and the means to ensure quality education for all students (Nieto and Sinclair 1991). Yet many teachers have not had formal professional opportunities to learn techniques and strategies for working with diverse student populations (Marshall 1993). Therefore, it is important for teacher preparation programs to include multicultural teaching in formal coursework and in clinical or experiential aspects of preparation (Lawrence 1997).

Because teachers are the implementers of the curriculum and should provide input for curriculum development, it is important for teachers to understand the nuances and influences of curriculum relative to student diversity issues. Cummings (cited in Nieto and Sinclair 1991) identifies several strategies to empower minority students:

- Acceptance and use of the students' native language in the curriculum;
- Collaboration between those in the students' community and the educators in the school concerning differences and similarities in cultures and norms;

- Acceptance and use of the students' oral and written language to help the students develop their literacy skills and to become critical learners; and
- Assessment of student performance and progress to avoid locating the source and nature of problems within the students themselves. (p. 51)

The school curriculum should be adapted to the needs of all learners by focusing on ways in which all children can succeed and by eliminating the conditions that contribute to failure. The curriculum forms the core of the culture of the school and influences the actions and reactions of students and staff. Therefore, expanding the curriculum to include respect for differing voices and accepting the backgrounds and experiences that students bring with them to school is critical to helping everyone to be successful (Nieto and Sinclair 1991).

We believe that appropriately using short cases that depict teaching situations with diversity and multicultural implications will help to promote an effective multicultural curriculum orientation and instruction that meets the needs of diverse students. The case method illustrated in this fastback will be useful for teacher preparation in both preservice and inservice contexts.

Case Scenarios and Case Methods

Essentially, cases are stories. Lee S. Shulman contends that, "We, as a species, are apparently wired to listen to, engage in, and remember stories much better than we do with non-narrative discourses" (Viadero 1990, p. 18). Cases can be defined as documents in narrative form that are based on real-life situations (Merseth 1996), and cases typically offer snapshots of context-specific problems that are designed to provoke discussion. Lawrence describes a case as:

> a vehicle by which a chunk of reality is brought into the classroom to be worked over by the class and the instructor. A good case keeps the class discussion grounded upon some of the stubborn facts that must be faced up to in real-life situations. . . . it is the record of complex situations that must be literally pulled apart and put together again before the situations can be understood. (Cruickshank et al. 1996, p. 102)

In these "chunks of reality" there is no clear, single, correct answer; and every possible action has consequences.

For this work, we use the term "case scenario" to denote short cases or descriptions of 300 words or less — shorter than cases presented by most authors. Colbert (1996) refers to short cases that he developed as mini-cases or caselettes. He differentiates between regular cases and mini-cases: Regular cases are well-developed stories that serve to illustrate larger principles and depict events, problems, or situations, while mini-cases illustrate "events that occur more spontaneously and, very often, are not well developed, and do not include a clear beginning, middle, and end" (p. 31). The scenarios or mini-cases offered in this fastback meet Colbert's criteria, except that some of the scenarios may be based on hypothetical situations as well as on actual experiences. The addition of realistic but contrived situations affords opportunities to focus study on specific issues based on the need for accomplishing certain objectives.

We recommend case scenarios in teacher education classes and for teacher inservice training because they can be focused on one or two issues to direct all participants to identify and address the same issues at the same time. A major factor in keeping the cases short and focused has to do with the time required to analyze the situation, propose solutions, and discuss different perspectives. Longer, two- or three-page descriptions typically require several days to work through. Therefore the number of different situations to be studied during a course or inservice program must be limited. Teachers and others tend to use cases sparingly for that reason. We believe that carefully designed case scenarios can present complex situations in challenging ways to ac-

complish all of the objectives attainable by using longer cases.

Using the Case Method

Cases have been used for a long time in the disciplines of clinical psychology and public policy and can be traced back to 1870 in law and 1908 in business (Merseth 1991). McDade gives 11 reasons for using the case method:

1. It models critical thinking and provides a laboratory in which students can practice and advance their critical thinking skills.

2. It emphasizes the process of analyzing information.

3. It is contextually based; that is, students must understand contextual nuances and make references and analyses accordingly.

4. It challenges students to identify and challenge assumptions about situations and about their own beliefs.

5. It encourages students to imagine alternatives and explore these for strengths and weaknesses.

6. It helps students to integrate learning by incorporating theory into practice and practice into theory.

7. It enables students to develop critical-listening skills because listening to and understanding the nuances and diversity of the thinking processes of others is as important as developing one's own thinking.

8. It provides opportunities for students to develop and test theories about how people and organizations function.

9. It helps students to develop teamwork and collaborative learning as students work together in small

groups and in the classroom to solve the problems presented by the case with the best means possible to serve the most goals.

10. It helps students to experience, explore, and test alternative ways of thinking.

11. It facilitates the consideration of different perspectives as other students present ideas, analyses, and solutions that no one student may have thought of. (1995, p. 10)

A number of authors (Merseth 1990; Silverman, Welty, and Lyon 1992; Shulman and Mesa-Bains 1993) have referred to the efficacy of cases and the case method for both preservice and inservice teacher education. Cases are used to help the teacher or prospective teacher understand the inherent complexity of teaching. Case-based instruction provides a practical in-class method for involving the students in critical analysis of complex issues and situations. The literature related to the case method of instruction suggests that it is a powerful technique. Merseth has attributed a number of benefits to the case method of instruction, including:

1. *Cases help students to develop skills of critical analysis and problem solving.* Well-designed case scenarios in teacher education can provide students with opportunities to experience problem-framing by helping them clarify values, identify relationships, develop an array of possible solutions, and anticipate consequences. Case scenarios transmit the idea that "teaching is complex, contextual, and reflexive" (Merseth 1990, p. 14).

2. *Cases help students gain familiarity with analysis and action in complex situations.* Case scenarios can expose the learner to different interpretations of situations and provide an opportunity to examine a variety of ways to deal with the situation at hand. This helps avoid treating complex and perhaps unfamiliar situations in an oversimplified manner, which is especially relevant for cases related to culturally diverse settings (Shulman and Colbert 1987; Shulman and Mesa-Bains 1993).

3. *Case-based instruction encourages reflective practice and deliberate action.* The use of case scenarios gives students a chance to generate strategic plans and predict consequences and implications. This method reinforces reflective practice and affords a more professional orientation in teacher education programs (Schon 1983; Zeichner and Liston 1987).

By using the case method, the learner is actively involved in the learning process through problem identification, problem analysis, and decision making. The learner may be required to understand and analyze many situations and to build and evaluate action plans (Silverman et al. 1992).

Teacher preparation programs, whether preservice or inservice, should be characterized by ample opportunities for teachers to engage in reflection about teaching concepts and practices. When teachers are challenged to reflect on teaching decisions, then they are more likely to become practitioners who are responsive to the diverse needs of their pupils and less likely to become practitioners who view teaching as "telling."

Case Scenarios for Diversity Preparation

Educators need to encourage teachers to discuss the issues of diversity and cultural differences. This need is acute, especially in teacher education, where prospective teachers often are much more culturally and socially homogeneous than are the students they will later teach. Public schools contain the most diverse group of people in our society. Even so, educators often consider open discussions about diversity to be delicate and uncomfortable. Therefore, those preparing to be teachers seldom are given the opportunity to reflect on the issues that undoubtedly will influence their teaching performance (Daniel and Benton 1995). The use of cases that include diversity issues can help to give these issues the attention they deserve.

The 1986 Carnegie Task Force on Teaching as a Profession report, *A Nation Prepared: Teachers for the 21st Century*, recommends that teacher preparation programs devote more attention to the case method of instruction, for example, using "cases illustrating a great variety of teaching problems" (p. 76) as a major focus of instruction. Dana and Floyd (1993) cite the added benefit that the case method provides an opportunity for both preservice and inservice teachers to examine their beliefs about diversity and their understanding of their own biases. Shulman explains that through case discussions:

> teachers have an opportunity to explore key issues in the context of real classrooms. During the case discussion, they can make explicit their beliefs about teaching and learners; they can test out their assumptions about

> practice, they can confront their personal biases through a shared, socially constructed and deeper understanding of issues related to race, gender, and culture; and they can transform what they learn into instructional practices that are tailored to their students. The intensity of participants' contributions during the discussions, while at times difficult, also indicates how important this vehicle is for discussing these sensitive topics. (1996, p. 155)

Cases used in teacher education generally fall into three categories that reflect different purposes (Merseth 1996). One category includes cases that describe exemplary teaching practices. These cases are used to review effective teaching and to provide examples of theory put into best practice. Another category includes cases that afford students the opportunity to "think like a teacher" by giving them situations from which theory emerges as they analyze the problem, consider different perspectives, and deliberate on what action to take. The third category includes cases that emphasize introspection and promote the development of professional knowledge. The case scenarios presented in this fastback reflect the last two categories. More specifically, they are designed to help teachers and prospective teachers develop:

- Awareness of certain kinds of problems related to diversity and multicultural education;
- Skill in problem interpretation and analysis;
- Critical thinking and problem-solving abilities for working with diverse student groups;

- Concepts, attitudes, and skills for helping students to function in a multicultural society; and
- Appropriate teacher attitudes and behaviors for maximizing learning opportunities for all students.

Following is a sample case scenario. The case places the reader in the role of a teacher, and the reader determines what actions will be taken. A structure for analyzing and responding to issues posed by case scenarios is provided in a later section of this fastback.

Of the Spectrum But Still Invisible

Jim Winston teaches history across the hallway from your classroom. You have the same lunch period, and you have developed a relatively close friendship with Jim. During your free time, the two of you often discuss school gossip and activities occurring around the school and community. Jim is knowledgeable but also opinionated about many topics, especially politics and social correctness issues. In fact, unless you wish to be involved in a long debate, you have learned to avoid discussing certain topics with him. Otherwise, Jim is fun to be around; and you sometimes invite him to social activities you and other friends plan. Jim and his friends reciprocate.

One morning as Nguyen and several of his classmates enter your classroom from Jim's last class, you overhear Nguyen complaining; he appears to be upset. At one point, you overhear Nguyen say, "I wish Mr. Winston would get his people straight. It's two months into the semester and he still does not know me from Matthew or Matthew from Yonsok. He gets us all confused, but he seems to be able to distinguish everyone else. Maybe I should wear a big name tag. I don't know what his problem is, but I am getting sick and tired of it. All Asians must look the same to him! If I called him Mr. Brown or Mr. Williams every day, I wonder how he would feel."

Suddenly, Nguyen notices that you are listening and, with some embarrassment, stops talking and begins to organize his belongings and opens his textbook without looking in your direction.

This brief case scenario raises a number of issues concerning diversity and collegial relationships within the school setting. Initially there seems to be a problem with a colleague's perceived insensitivity toward students of Asian descent and that teacher's inability to distinguish among students in the various groups that represent the Asian community. This attitude on the part of Mr. Winston may have the effect of interfering with Nguyen's academic achievement. The complexity of this case is intensified when we recognize that Mr. Winston may not even be aware of what he is doing. The teacher who overhears the student's conversation faces the question of what should be done, if anything. Every possible action — or inaction — has consequences. These factors can be explored in small-group or class discussions.

Strategies for Using Case Scenarios

Case discussions concerning diversity issues can be difficult to facilitate because they sometimes raise strong emotions. In discussion groups, people may offend one another or develop stronger misconceptions about the key issues than they possessed at the outset. It often can be difficult to evaluate specific learning and any positive changes in the participants. In some instances, case discussions can be harmful (Shulman 1996). However, such discussions often help teachers gain a greater awareness of their own perspectives on diversity issues and how those perspectives may influence their teaching.

Cases do not teach themselves. Facilitators, Shulman states,

> must not only be sensitive to the issues represented in the cases, but also acutely aware of their own biases and intercultural blindness. They must understand the problems portrayed from multiple perspectives. And they must be able to anticipate in detail the variety of responses each case evokes, both emotionally and intellectually. (1996, pp. 154-55)

Providing Appropriate Direction

The discussion aspect of the case-based method requires that the instructor prepare an outline of questions. These questions should focus on the main ideas of the case and should be framed in ways that challenge students' thinking (Wasserman 1994). The teacher's ability to lead a case discussion is crucial to the students' ability to achieve deeper insights into the issues involved in the case.

Some general questions can be posed to generate discussion prior to having participants begin case analysis. Colbert (1996) suggests:

- Who are the players in the case? Describe them.
- What are the issues in this case?.
- How would you address/solve the issue/problem(s) in the case?

Wasserman (1994) suggests that it may be beneficial if:

- Each case ends in a problem or dilemma;
- Questions are appended to the case and require students to carefully examine the issues of the case;
- Students discuss their responses to the study questions in small groups;
- The facilitator leads the discussion in order to provide a sharper focus to the case; and
- Follow-up activities, such as relevant reading and viewing videotapes, are planned.

In addition to providing cases with some kind of teaching problem, study questions, and follow-up ac-

tivities, some authors include a list of options or possible solutions to the problem presented in the case. The participants are asked to determine a specific course of action related to the case and then provide a rationale for the chosen solution (Small and Strzepek 1988).

Another strategy is to use cases written by veteran teachers that include their personal reflections concerning a particular episode or teaching practice. Each case also might be followed by commentaries from teacher educators, classroom teachers, or other school personnel. Such commentaries should offer various interpretations of the case and cite relevant research (Shulman and Mesa-Bains 1993).

For participants encountering cases for the first time, Silverman and colleagues (1992) suggest the following steps: 1) understand the assignment in context, 2) read the case for an overview, 3) analyze the case, 4) seek outside information, and 5) develop solutions.

We have experimented with several approaches to case scenarios, ranging from an open-ended approach that provides little to participants other than requesting them to describe strategies they would use to address a situation to a highly structured approach that provides step-by-step directions for identifying the key problems and justifying solutions. Various approaches can be tailored to meet the needs of the participants and to fit time constraints.

We have found that the timing of group interaction also affects the case study. We have varied from making each case analysis a group activity immediately after the case is read to having individuals study the case and

develop a response or solution prior to interacting in a group. If participants study and respond to a case without interacting with others, the activity becomes primarily a cognitive exercise that does not force them to consider positions other than their own. When the participants have to interact with each other concerning a case scenario, they are forced to consider positions and ideas beyond their own experiences and interpretations.

Sample Directions for Scenario Analysis

Following are two sets of directions that we have used to facilitate case study. The first set of directions is short and generally open-ended; the second is more detailed and directive.

Short Version. Please read the case scenario (on an accompanying page) and respond to the following.

1. Describe what you believe to be the most desirable or acceptable resolution of the situation presented in the scenario. What would be your goal(s) if you were a teacher addressing the situation?

2. Provide as much detail as you can about a plan of action and strategies you would implement (as a teacher) to realize the desired outcome(s).

3. Discuss the goals and plans you have described with other people who have responded to the same scenario and identify any changes you would make in your plans based on the discussions.

Individual assignment: Provide any reflective comments or reactions you wish concerning this activity, your impressions, insights, etc.

Long Version. Please read the case scenario and then follow these directions:

1. Identify what you consider to be the main problem(s) or key issue(s) in the situation, with specific and broad educational implications.

2. Identify the relevant characters in the situation and their roles in addressing (resolving) or continuing the situation to some degree.

3. Describe what you believe to be the most desired or acceptable resolution of the situation. What would be your goal if you were a teacher addressing the situation?

4. From the perspective of a teacher, list as many options as possible for addressing the problems or issues and briefly indicate why each action has potential for realizing the outcomes given in #3 above. (Please do not limit the options to those that might seem socially acceptable at the time. Be bold!)

5. Select the one option from above that you believe will provide the best results (educationally *and* developmentally). Indicate why you think it will be successful for accomplishing the goal(s) in #3 and explain the basis for your decision (such as readings, personal experiences, intuition).

6. Outline the specific strategies and sequence of steps you would follow to implement the chosen option.

7. Compare and discuss your responses with other people who have responded to the same scenario. What are the significant differences?

8. What changes would you make (if any) in your original responses based on your discussion and exchanges with others? Why?

Individual assignment: Provide any reflective comments or reactions you wish concerning this activity, your impressions, insights, etc.

Sample Case Scenario and Responses

How case scenarios, analyses of them, and follow-up discussions should be integrated into a course; how much class time should be devoted to such activities; and other procedural issues depend on the goals of the course and the teaching style of the instructor. The case method is flexible enough to allow for a great deal of variation.

Following is a detailed sample of a case scenario that was used with prospective teachers to address the topic, "Tolerance for Religious and Social Differences."

Faith in the Majority

You are the faculty advisor for a school-recognized student organization called Youth for Fitness and Social Harmony (YFSH). The purpose of the organization is to involve members and other students in activities designed to promote physical fitness and social development. Since its beginning, the members of the organization have conducted most of their short business and planning meetings on a school day after classes or during a biweekly student organization meeting period included in the school schedule. Almost all of the service, fitness, and social activities of the organization are scheduled on Saturdays during the school year.

Soon after you became advisor, Rebecca, a relatively new student, joined the organization. At her first meeting, on hearing that the organization's important activities take place on Saturdays, Rebecca informed the group that she hoped they would schedule some of their activities on other days because her religious beliefs would prevent her from participating on Saturdays.

After a long silence, Steve, the president of YFSH, asked members for their reactions. Bill stated, "I can't think of a better time than Saturday mornings for most of us to participate in the activities and strive to reach our goals."

Janice added, "I don't think we should consider changing a schedule that most of us have found to be suitable for a long time just so one new member who has a unique religious belief can participate. What if someone joined and wanted to change the schedule because he or she had a job at the time our activities are scheduled? Would we consider that request? I don't think so!"

Most of the members present seemed to nod in agreement. Many students in the organization seemed surprised that someone would join them and almost immediately request that the whole group reschedule many of its activities to accommodate her religious beliefs.

Steve, apparently uncomfortable, quickly stated, "It seems that most agree that we should not try to change our activity schedule, so I guess we won't." Steve then led the members in planning for the next Saturday's activities. Rebecca quietly sat through the remainder of the meeting but was clearly anxious and uncomfortable.

This case scenario and the directions provided earlier were used with students enrolled in an introductory course in a teacher education program. Some students used the short set of directions, and some used the detailed set of directions. For the group activities, students worked in small groups comprising three to six members. A group that used the short, general set of directions was paired with a group that used the more detailed set of directions. The pairing was done to determine if the directions made a difference in the student responses to or feelings about the activities. Each student was asked to read the case scenario prior to class. The "Individual Assignment" section of each set of directions was done as a homework activity after the

class discussion of the case scenario. Following is a sampling of students' responses.

Responses Based on the Short Version Directions. One student responded to the questions in the following words:

1. (Desirable/acceptable outcome.) "I believe that the most desirable resolution would be one that was accommodating to both the group and Rebecca. It is a difficult situation for both parties. The group has fallen into a comfortable routine which is acceptable to everyone presently involved. They do not feel it necessary to change. On the other hand, Rebecca would like to join the group but does not want to change her religious beliefs to do so. As a teacher, I would stress that the group's purpose is to involve individuals, not exclude them. I would work with the group and Rebecca to find a median point. If possible, I would continue to hold events on Saturdays but would schedule events on other days as well. After all, this is actually giving other group members more options for participation."

2. (Plan of action.) "As a group, we would sit down and discuss the issue. I would stress that increasing the number of various days for events would allow more individuals to participate. I would actively involve the group members in all decisions, and listen to any solutions they proposed. After the discussion, I would form a new schedule for the next two weeks, with the understanding that if participation dropped, we would implement the old schedule. After investigating the situation, I would make my final decision."

3. (Discussion and changes.) "Basically, I would keep my plans the same. However, I would add some sort of educational discussion about different religions. This way, the students would understand that an individual's religious beliefs are important and should be respected. Also, a group-building exercise may help children work together and learn to respect each other's differences. If the group continues to have problems, then as a last resort, I would suggest that another group be formed that meets on a different day or days."

Following the discussion, the student provided the following reaction to the individual assignment: "I think that this activity was extremely useful. It allowed us to think about what we would do in the given situation. However, individuals often behave very differently when they are encountered with the situation in everyday life. I would like to believe that I would be prepared to deal with similar situations; however, I can not be sure until they arise. The fact that we shared our ideas with other individuals in our group was wonderful. Not only did it provide more options and solutions, but sharing ideas with others allows us to gain a better perspective on our own ideas. In general, our group approached the problem similarly. The slight variation in solutions reflects the different backgrounds of the individuals."

Responses Based on the Long Version Directions. Another student's responses to the detailed set of directions concerning the case scenario were as follows:

1. (Problems or issues.) "a. New member needs change in meeting time because of religious beliefs. b. Other

members decide not to change because new member is just one person. c. The problem has to do with how considerate the group should be. d Should religious conflicts be considered different from other conflicts?"

2. (Relevant characters and their roles.) "a. As faculty advisor, I should help students make good decisions. b. Rebecca, the student with differences, is trying to benefit from educational opportunities. c. Janice and Bill, group members, seem inconsiderate. d. Steve, the group leader, seems reluctant to argue with majority."

3. (Desired resolution.) "Schedule the group activities on some alternative days — encourage students to come to this conclusion on their own."

4. (Options for action.) "a. Tell students they have to come to different decision. (They would schedule activities at other times but may not promote tolerance.) b. Make a decision and tell them how it will be (Avoid arguments). c. Confront them about the decision and give them some information about tolerance. (Maybe they will choose different days on their own.)"

5. (One option for best results.) "Tell them the choice to exclude Rebecca is not an appropriate choice and they must come up with a compromise. Rationale: This lets students know that their choice needs to be changed but that they have some control in decisions. Basis: As advisor, I must trust them to come up with a solution."

6. (Outline the specific strategies and steps.) "My plan is simply take my role as mediator and confront the students with the choice they made — ask them to exercise sympathy and discuss possibilities for activities on other days or some other options."

7. (Compare responses with others.) "Some wanted to force the students to vote, while others wanted to allow them to make decisions. The decision depended on how much we trusted the students to make the decision without being forced."

8. (Changes.) "I considered being more forceful with the students after meeting with the group, and others questioned the ability of the students to come to a decision on their own."

Following the discussion, the student provided the following reaction to the individual assignment: "I enjoyed the 'case' project and found it difficult *and* worthwhile to consider all of the options concerning a controversy that could easily happen. I felt that the two groups (one using the short form and one using the long form) basically agreed on wanting the same outcome. Both groups decided to have the students include extra activities on additional days. We considered telling the students they must make the change to add days or confronting the students concerning their decision, of which we disapproved, and asking them how they would come to a new conclusion on their own. I felt that through reading the case and answering the questions provided, our group closely examined the roles of the case members and their reactions to the problem. Through this examination, I came to the conclusion that if we told the students that their choice not to include Rebecca was unacceptable and that they needed to come up with an alternative, they would be able to do it without feeling like the advisor was telling them *what* to do. Simply tell-

ing the students what to do might make them resentful of the new member and not tolerant of other people's needs."

Comparing Responses to Short and Long Versions

Students were arranged in small discussion groups composed of students who had used the short form and those who had used the long form. In many cases the conclusions and decisions made by those using the different forms were similar, but students seemed to think the long form was more beneficial. The following statement is typical of comments made by many of the students.

> The group with the short form took more of an authoritative role and made the decision for students that alternative days would be used. The only say that the students had in this situation was choosing another day that could be used for activities. The form used to derive this decision may have had an impact on this decision. Their form seemed to be broad and general. The group did not have to go into specifics or look at much detail from the story, or at least they did not have to address the situation in as much detail as our group. Our form seemed to ask for a lot more information. We had to look at this situation with more detail. This probably influenced our decision as well. We gave the students more freedom in making their policies. We want the same outcome as the other part of our group, which is to have alternative days for activities. We did, however, have different approaches for reaching this decision. Our group wanted the authority figure to exercise his

or her authority, but also wanted the students to exercise their rights as well. We wanted to act more as mediators.

32

Case Scenarios for Practice

Several common issues that teachers and other educators must address in multicultural teaching and in teaching diverse students are presented in this section. The issues are introduced through case scenario descriptions that will give the reader an opportunity to react and to suggest plans of action for addressing the issues in the context in which they are presented. The case scenarios are designed to give the reader a perception of addressing a "real" classroom or school situation. The situations also are designed to present implications for multicultural teaching or for confronting issues of diversity within a school setting.

Language and Nationality

Ricardo L. Garcia (1991) asserts that the motivation of linguistic minorities for learning English is linked to how much they wish to be assimilated into the mainstream culture. Because the mainstream culture is closely aligned with the white, Anglo-Saxon ethnic group, assimilation implies becoming a part of that group and,

to some extent, rejecting one's native language and culture. In the United States, most limited-English-proficiency learners are members of such minority groups as Asian, Hispanic, and Native American. In many cases, the person who is trying to become proficient in English is prevented from doing so because of racism and social class biases of those in the community and because of pressure by peers and relatives to stay within their own ethnic group.

In recent years, emphasis on bilingual education has given way to instruction in English as a second language and immersing the student in the new language in a "natural way." Garcia contends that "Learning a second language is contingent upon two important factors: (1) the quality of instruction in the second language, and (2) the quality of the second language that the learner is willing to learn" (1991, p. 169). He states that in the case of lower-class, linguistic minority students, the first factor is a function of how well the teacher uses the student's language and cultural background as media of instruction. The second factor is related to the student's perception about the consequences of learning or not learning English. The issue for the educator is determining the most humane way to help linguistic minorities achieve full English literacy.

There are indications that planning instruction to make it sensitive to linguistic and cultural variations can promote educational achievement and excellence. Cole and Griffin have found that "linguistic and cultural variations can also be a barrier to achievement if measures are not taken to integrate them properly into

students' activity" (1987, p. 35). They also indicate that behaviors for improving learning in situations where linguistic and cultural variations exist can be learned and practiced by teachers. Teachers need to be familiar with the cultural backgrounds of the students and the behavioral manifestations of those backgrounds that have implications for instruction.

Understand Me*

When you arrive at school the first morning of the second semester, the principal tells you that you have a new student in your second-period ninth-grade class. His name is Juan Castaneda, recently moved into the area from Mexico. In class you notice that Juan is uncomfortable and sensitive to the stares he is receiving.

When you introduce Juan to the class and ask him a few friendly questions about his former home, you quickly discover that he does not understand any English. There are a few scattered giggles from the class, and Juan's discomfort increases noticeably. Just then a fire drill buzzer rings. "Saved by the bell," you say to yourself as you usher Juan and the other students out.

When the fire drill is over, it's time for third period. As you begin that class, you wonder what you will do tomorrow in your second-period class. Your school is a large, comprehensive suburban high school in which students are tracked academically. Your second-period class is composed of average or "general" students, some of whom may go on to college; but most will go directly into the workforce. Your state is torn between a rabid "English is America's language" faction and an ever-growing population of non-English-speaking minorities who demand the right for non-English-speaking

*This example is modified from a case found in Robert C. Small Jr. and Joseph E. Strzepek, *A Casebook for English Teachers*, pages 7-8. © 1988 by Wadsworth, Inc. Used by permission of the publisher.

students to be taught in their own languages. You understand all that, but none of it helps.

What will you do to prepare for your second-period class tomorrow?

Gender and Content Construction

It is important for teachers to be aware of both the personal and cultural knowledge of students when designing curriculum, implementing instruction, and making assignments. The challenge for teachers is to make effective instructional use of students' personal and cultural knowledge while, at the same time, helping the students to reach beyond their own cultural boundaries. An important goal of education is to use what students bring to school to help free them from their limitations and enable them to cross cultural borders freely (Banks 1993).

Following is a case scenario that might be used in this context:

Gender Fair*

During a unit on Macbeth, you observe that your class is unusually susceptible to arguments based on authority and emotion, rather than on reason and the logic of evidence. Few dare to argue with Gloria Smythe, your most sarcastic student, and even fewer venture to differ with Rick "Rambo" Rogers whenever you ask the class to question each other's interpretations. You decide to prepare a class designed to startle them into thinking more critically. As the class begins, you list on the blackboard the following names: Eve, Lucrezia

*This case is found in Robert C. Small Jr. and Joseph E. Strzepek, *A Casebook for English Teachers*, pages 12-13. © 1988 by Wadsworth, Inc. Used by permission of the publisher.

Borgia, Delilah, the Sirens, Wicked Witch of the West, Lizzy Borden, Jezebel, Pandora, Helen of Troy, Madame Defarge, and Lady Macbeth.

The class starts buzzing when they see the list. First you ask them to identify each name on the list, and then you ask what the list seems to mean. With very little prodding, the statement, "Women are the root of all evil," is made; and you write that on the board. There are cries of objection from a few girls; but most of the girls do not react, while their male classmates smile or nod in agreement with the statement.

When you then apply the principle to Macbeth, you say, "Logically, then it follows that Lady Macbeth is the sole cause of Macbeth's tragic downfall, because she put him up to murdering Duncan. He would have remained happy as Thane of Cawdor without her pressure to climb the social ladder." This statement provokes a few more murmured female objections — but not many more.

So far so good, but where do you take the lesson from here?

Curriculum and Content Integrity

Banks writes of the traditionalists who defend the dominance of Western civilization in the school curriculum. They believe that Western history, literature, and culture are endangered by the push of ethnic minority and feminist scholars to transform and reform the curriculum. On the other side are multiculturalists who advocate curriculum reform so that the curriculum will more accurately reflect the histories and cultures of other ethnic groups and women. Banks indicates that the debate between the Western traditionalists and the multiculturalists is consistent with the ideals of a democratic society. However, he believes that students need to engage in the debate on a practical level, not

37

merely to react to the views of the popular press (1993, p. 5).

The assumptions, perceptions, and insights that students bring to school influence how they view and interpret the knowledge and experiences they encounter in school and elsewhere. Moreover, the assumptions, perceptions, and insights the students bring to school are functions of their home and community cultures. Teachers need to understand and address this factor. Some non-majority students may have academic difficulties in school because some cultural knowledge within their home community conflicts with school knowledge, norms, and expectations. The students may believe mastering the knowledge taught in schools will violate the norms of their home community. If students are unable or unwilling to resolve the cultural knowledge conflicts and conform to school norms, rules, and expectations, then they will experience academic and behavioral problems (Banks 1993).

There also is a need to give attention to the personal and cultural knowledge of the classroom teacher. Teachers, like students, bring assumptions, concepts, and interpretations to the classroom that are based on their experiences in their homes and communities.

The struggle to make the curriculum of public school more inclusive of cultures and ethnic groups represented by the students in the schools is ongoing. The case scenario presented here represents a situation that could have occurred in many public schools of the United States over the past 25 years and remains relevant today.

Conscientious Inclusion*

At the social studies department meeting on Wednesday afternoon, a delegation of three African-American students from one of your classes — Susan, Patty, and Jim — presents a petition signed by 35 students. The petition asks that a course in black history be offered as an elective in addition to the regular history courses. These students point out that many black contributions still are not included in the textbook and those that are included are discussed in a superficial manner.

The students calmly explain that many other schools in the area offer black history courses. They end their presentation by listing the names of African Americans that they would like to study in more depth than is possible in the required history classes.

Very conscious that this is a sensitive matter, you listen carefully. The students are polite and clearly well-prepared. And they are politely received. But, when they have left, a departmental argument begins to rage. Henry Jackson, whose approach to everything, especially education, is very conservative, maintains loudly that history is history. "I, for one, am opposed to teaching black history or white history. If it's worth teaching, I'll teach it."

Susan Gibson, the newest member of the department, points out sarcastically, "All of you teach white history, because almost nothing but whites are represented in our texts."

Pat Henderson, usually a voice of reason, tries to maintain that contributions by African Americans should be taught, but as a part of the regular course. "Not in a separate class," she pleads. "That would be a ghetto class!" She ends her statement by offering to share her resources about minority contributions to history with anyone who wants them.

As the argument rages, you remember the boredom that seemed to develop among your African-American students as your American history class plods from the Industrial Revolution into the 20th cen-

*This example is modified from a case found in Robert C. Small Jr. and Joseph E. Strzepek, *A Casebook for English Teachers*, pages 17-19. © 1988 by Wadsworth, Inc. Used by permission of the publisher.

39

tury. Reviewing the textbook, you realize that most of the historical figures it cites are white. You wonder whether that fact could be the cause of those students' lack of interest. You ask yourself if you know enough about black history to teach it. Should it be a separate class? Should the teacher be African American? Then Susan says, "As a matter of fact, it shouldn't be just black history we teach. It should be Native American history, Chicano history. . . ."

What is the answer? Ethnic history? Or just history?

Sexual Orientation and Recognition

The meaning we assign to different characteristics and backgrounds depends on our own characteristics, cultural experiences, and backgrounds. Sears (1991) points out that our identities and perceptions are "inextricably woven into a culture" in which our likenesses and differences have great social significance. He contends that while the intersection of class, race, gender, sex, and region is different for each person, for those who do not belong to the dominant groups in our society, the social consequences are great.

The traditional view of multicultural education includes issues affecting sex and racial or ethnic groups, such as Hispanics, Asian Americans, Native Americans, and African Americans. Recently this perspective has been expanded to include various family patterns, linguistic diversity, and students with special needs. It is becoming increasingly evident that the umbrella of multicultural education also must include those who reflect diversity in sexual orientation, namely, gay, lesbian, and bisexual students. If we accept Allport's (1958) definition of a minority group as any segment of the popula-

tion that suffers unjustified negative acts by the rest of society, then we can understand how homosexuals can be considered a minority group. Like their racial/ethnic counterparts, role models for gay/lesbian/bisexual students have been scarce; understanding and tolerance of their particular problems often are nonexistent; and recognition in the curriculum of the contributions by gays, lesbians, and bisexuals has been almost wholly overlooked. In general, the voices of homosexual students have not been heard in the schools and, when they are raised, teachers often are unprepared to respond appropriately. Sears states that schools do not sufficiently address how being male or female defines one's sexual options and how sexual options and values vary across time and culture. He indicates that there is "a great need for healthy, frank, and honest depiction of the fluidity of sexual behavior and sexual identities" (1991, p. 55).

Recognition and Inclusion*

During this school year there has been a rash of small fights, confrontations, and name-calling incidents, many of which were aimed at suspected gay and lesbian students. In addition, there has been an alarming increase in the incidence of attempted suicides and generally destructive behavior among students. Ann, a second-year faculty member in the social studies department, has lobbied for the formation of a group dedicated to promoting understanding and tolerance of sexual diversity. She firmly believes that many of the problems are the direct result of homophobic attitudes toward gay and lesbian students.

*This example was developed by Barbara Perry-Sheldon at North Carolina Wesleyan College and is used with her permission.

As a consequence of Ann's founding of this group, your high school is considering the adoption of policies related to issues affecting gay teens. Five colleagues and you have been selected to review issues and to develop a policy statement if it appears that one will be needed. A recent publication, *Gay Teens at Risk* (1993), has been shared for discussion by a member of the committee. The author of this work cites five "attitude indicators" that let gay teens know they can ask for help or talk about their feelings. Briefly, these five indicators include:

- Teachers and counselors use language that indicates an awareness of sexual diversity — in other words, they do not assume that all teens are heterosexual;
- Teachers speak out against harassment and indicate that humor at the expense of gays is offensive;
- Teachers recognize and openly discuss the contributions of homosexuals to literature, art, history, and so on;
- Teachers and counselors display books or posters that show they are open to discussing homosexuality; and
- Counselors invite students whom they believe to be wrestling with sexual orientation to discuss their feelings (p. 20).

One member of the committee is very negative about the entire discussion and is offended by the list; two members support point number two but not the other points. Two members want the school to take a more inclusive approach and support all five points. Your views are requested because, based on the divisions within the group, the committee report will include the different views and identify who hold which views.

What will be your response?

Class or Socioeconomic Conditions

In the United States, class or socioeconomic level, race, and other characteristics are not supposed to determine the type of education one receives: "Education in our country is not only free, compulsory, and open

to all, but it is based on the assumption of equal access" (Nieto and Sinclair 1991, p. 40). Education is not to be a mechanism for sorting young people for positions in society based on the status, wealth, race, or other characteristics of their families, but a mechanism for fostering equity by responding to students' individual talents, abilities, and achievement. The goal of quality and equity in education for all has not been realized because schools have tended to reflect the problems and inequities of the larger society.

Nieto and Sinclair identify several factors that adversely affect the provision of equal education for all students. Among them are a mismatch between curriculum and the needs of the learner and the persistence of discrimination and racism in the schools. The persistence of problems is evident from lower expectations for poor children and a refusal to accept students' backgrounds and experiences as valid for learning. The mismatch of curriculum and the needs of the learner:

> is based on factors as varied as differences in learning styles, cultural differences, special needs, and irrelevance to the students' way of life. For example, it is not unusual to find a school in an inner-city ghetto with an exclusive Global Studies program which focuses on people in faraway places while neglecting Black, Latino, and other students of color in the curriculum. (Nieto and Sinclair 1991, p. 44)

The notion that equality demands treating everyone the same and the refusal to acknowledge differences is wrong. By refusing to acknowledge the differences of

43

race, ethnicity, language, and gender among students and by treating them all the same, we really are treating them unequally. Following is a sample case for this context:

The Here-and-Now Dilemma

It is March, about seven months into the school year. As a ninth-grade math teacher at West Dandy High School, you are aware of the need and expectation to make sure your students are ready to pass the math portion of a state-mandated competency test. You also must prepare the students for math at the next grade level, which for most of them will be algebra.

To your surprise, several new students were placed in one of your classes in January. After working with these students, you begin to wonder if the newcomers have been placed at the correct grade level for math instruction. In terms of achievement and motivation, most of the newcomers do not seem to fit with the other students you have had in class since the beginning of the year. On checking the records, you discover that the new students are residents of a new government-subsidized housing development. They have been placed in classes based on their grade level in their former schools. (West Dandy follows a policy of not grouping students for assignment to classes based on achievement or aptitude test scores).

Among the new students is Austin, who does not seem very motivated to participate in the class activities or to complete the homework assignments. He does not interact much with the other students (old or new).

You decide to talk with Austin about his performance in math and discover that he is responsive and polite but does not seem to have the math background of most ninth-graders with whom you have worked. You also determine that Austin does not have a home environment that is conducive to studying or doing homework. He lives with his mother, two younger sisters, and an aunt in a small apartment. The family moved into the area from a nearby city. During the

conversation Austin says, "I don't much like school and I am not interested in math. I just want to get old enough so I can get a job."

How do you reflect on and address Austin's needs and interests as related to the school's — and your own — expectation that all of your students will perform successfully on the math competency test?

45

Conclusion

The school population in the United States is very diverse, and school demographics — students' backgrounds, characteristics, socioeconomic levels, social and cultural affiliations, abilities, learning styles, and other factors — are constantly changing. Some of these factors have direct implications for education; others affect education indirectly. But all of the factors warrant consideration by educators.

It is important for teachers, given their duty to provide quality instruction for all students, to be aware of the complexities of the cultural and social conditions from which their students come. Teachers have a responsibility to try to understand and to accommodate their students, regardless of their backgrounds, beliefs, associations, and characteristics. Those who plan curricula have the responsibility to develop curricula that reflect the pluralistic nature of contemporary American society. To realize this goal, educators must have knowledge and understanding of the diverse characteristics and needs of the students. Consequently, teacher educators should include content and methodologies in teacher preparation programs that are designed to help

preservice and inservice teachers to develop the concepts, attitudes, and skills needed to be successful.

Brief, directed case scenarios offer an excellent device that can help teachers develop skills and attitudes for working with students of diverse backgrounds. Employing case scenarios will give teachers opportunities to learn about, reflect on, and identify effective strategies for instruction. The power of using case scenarios rests in their potential to show how ideas and beliefs about teaching practices can be applied to actual classroom settings.

Using brief case scenarios, as we have proposed in this fastback, offers many of the same advantages of using longer, more complex cases; but the brief scenarios allow focused analyses and discussions for meeting specific objectives for a given time period. Thus a larger number of the scenarios can be used, and the case methodology can be more readily integrated into teacher preparation courses.

As in other fields of study, case scenarios and dramatic descriptions in education can be based on real events and situations. Case scenarios also can be condensed from larger experiences and longer descriptions to focus on specific social nuances, human interactions, and instructional situations. To use case scenarios and case-based methods effectively in teacher preparation programs requires careful attention to case analysis and discussion strategies. However, these should be basic to sound teacher training.

References

Allport, G.W. *The Nature of Prejudice*. Garden City, N.Y.: Doubleday, 1958.

Banks, J.A. *Teaching Strategies for Ethnic Studies*. 5th ed. Boston: Allyn and Bacon, 1991.

Banks, J.A. "The Canon Debate, Knowledge Construction, and Multicultural Education." *Educational Researcher* 22, no. 5 (1993): 4-14.

Carnegie Task Force on Teaching as a Profession. *A Nation Prepared: Teachers for the 21st Century*. New York: Carnegie Forum on Education and the Economy, 1986.

Colbert, J.A. "Cases in Context." In *The Case for Education: Contemporary Approaches for Using Case Methods*, edited by J.A. Colbert, K. Trimble, and P. Desberg. Boston: Allyn and Bacon, 1996.

Cole, M., and Griffin, P., eds. *Improving Science and Mathematics Education for Minorities and Women: Contextual Factors in Education*. Prepared for the Committee on Research in Mathematics, Science, and Technology Education, Commission on Behavioral and Social Science Education, and National Research Council. Madison: Wisconsin Center for Education Research, 1987.

Cruickshank, D.R., et al. *Preparing America's Teachers*. Bloomington, Ind.: Phi Delta Kappa Educational Foundation, 1996.

Cushner, K.; McClelland, A.; and Safford, P. *Human Diversity in Education: An Integrated Approach*. New York: McGraw-Hill, 1992.

Dana, N.F., and Floyd, D.M. "Preparing Preservice Teachers for the Multicultural Classroom: A Report on the Case Study Approach." Paper presented at the meeting of the Association of Teacher Educators, Los Angeles, February 1993.

Daniel, P.L., and Benton, J.E. "Involving Preservice Teachers in Discussions of Diversity." Paper presented at the meeting of the Mid-South Educational Research Association, Biloxi, Miss., 1995. ERIC Document Reproduction Service No. ED 393 818.

Garcia, R.L. *Teaching in a Pluralistic Society: Concepts, Models, Strategies*. 2nd ed. New York: HarperCollins, 1991.

Lawrence, S.M. "Beyond Race Awareness: White Racial Identity and Multicultural Teaching." *Journal of Teacher Education* 48, no. 2 (1997): 108-17.

Marshall, P.L. "Concerns About Teaching Culturally Diverse Students." *Kappa Delta Pi Record* 29, no. 2 (1993): 73-75.

McDade, S.A. "Case Study Pedagogy to Advance Critical Thinking." *Teaching of Psychology* 22, no. 1 (1995): 9-10.

Merseth, K.K. *The Case for Cases in Teacher Education*. Washington, D.C.: American Association of Higher Education and American Association for Colleges of Teacher Education, 1990.

Merseth, K.K. "The Early History of Case-Based Instruction: Insights for Teacher Education Today." *Journal of Teacher Education* 42, no. 4 (1991): 243-49.

Merseth, K.K. "Cases, Case Methods and the Professional Development of Educators." *ERIC Digest* 95 (November 1996).

Nieto, S., and Sinclair, R.L. "Leadership and the Expanded Environment of Learning." In *The Moral Imperative of Leadership: A Focus on Human Decency*, edited by B.G. Barnett, F.O. McQuarrie Jr., and C.J. Norris. Memphis, Tenn.: Memphis State University, 1991.

Schon, D.A. *The Reflective Practitioner: How Professionals Think in Action*. New York: Basic Books, 1983.

Sears, J.T. "Helping Students Understand and Accept Sexual Diversity." *Educational Leadership* 49, no. 1 (1991): 54-56.

Shulman, J.H. "Tender Feelings, Hidden Thoughts: Confronting Bias, Innocence, and Racism Through Case Discussions." In *The Case for Education: Contemporary Approaches for Using Case Methods*, edited by J.A. Colbert, K. Trimble, and P. Desberg. Boston: Allyn and Bacon, 1996.

Shulman, J.H., and Colbert, J.A. *The Mentor Teacher Casebook*. Eugene, Oreg.: ERIC Clearinghouse on Educational Management, Educational Research and Development, 1987.

Shulman, J.H., and Mesa-Bains, A., eds. *Diversity in the Classroom: A Casebook for Teachers and Teacher Educators*. Hillsdale, N.J.: Lawrence Erlbaum Associates, 1993.

Silverman, R.; Welty, W.M.; and Lyon, S. *Case Studies for Teacher Problem Solving*. New York: McGraw-Hill, 1992.

Small, R.C., Jr., and Strzepek, J.E. *A Casebook for English Teachers*. Belmont, Calif.: Wadsworth, 1988.

Viadero, D. "Teacher Educators Turn to Case-Study Method." *Education Week*, 28 March 1990, pp. 1, 18-19.

Walling, D.R. *Gay Teens at Risk*. Fastback 357. Bloomington, Ind.: Phi Delta Kappa Educational Foundation, 1993.

Wasserman, S. "Using Cases to Study Teaching." *Phi Delta Kappan* 75 (April 1994): 602-11.

Zeichner, K.M., and Liston, D.P. "Teaching Student Teachers to Reflect." *Harvard Educational Review* 57, no. 1 (1987): 23-48.

Phi Delta Kappa Fastbacks

Two annual series, published each spring and fall, offer fastbacks on a wide range of educational topics. Each fastback is intended to be a focused, authoritative treatment of a topic of current interest to educators and other readers. Several hundred fastbacks have been published since the program began in 1972, many of which are still in print. Among the topics are:

Administration
Adult Education
The Arts
At-Risk Students
Careers
Censorship
Community Involvement
Computers
Curriculum
Decision Making
Dropout Prevention
Foreign Study
Gifted and Talented
Legal Issues
Mainstreaming
Multiculturalism
Nutrition
Parent Involvement
School Choice
School Safety
Special Education
Staff Development
Teacher Training
Teaching Methods
Urban Education
Values
Vocational Education
Writing

For a current listing of available fastbacks and other publications of the Educational Foundation, please contact Phi Delta Kappa, 408 N. Union, P.O. Box 789, Bloomington, IN 47402-0789, or (812) 339-1156.

Phi Delta Kappa Educational Foundation

The Phi Delta Kappa Educational Foundation was established on 13 October 1966 with the signing, by Dr. George H. Reavis, of the irrevocable trust agreement creating the Phi Delta Kappa Educational Foundation Trust.

George H. Reavis (1883-1970) entered the education profession after graduating from Warrensburg Missouri State Teachers College in 1906 and the University of Missouri in 1911. He went on to earn an M.A. and a Ph.D. at Columbia University. Dr. Reavis served as assistant superintendent of schools in Maryland and dean of the College of Arts and Sciences and the School of Education at the University of Pittsburgh. In 1929 he was appointed director of instruction for the Ohio State Department of Education. But it was as assistant superintendent for curriculum and instruction in the Cincinnati public schools (1939-48) that he rose to national prominence.

Dr. Reavis' dream for the Educational Foundation was to make it possible for seasoned educators to write and publish the wisdom they had acquired over a lifetime of professional activity. He wanted educators and the general public to "better understand (1) the nature of the educative process and (2) the relation of education to human welfare."

The Phi Delta Kappa fastbacks were begun in 1972. These publications, along with monographs and books on a wide range of topics related to education, are the realization of that dream.